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ABSTRACT

These guidelines describe the role and duties of all participants in field experience programs for prospective teachers at Samford University (Birmingham, Alabama). Requirements for entry, retention, and exit from the program are described, and policies regarding the placement of students in local schools are listed. Outlines are presented of what is expected of individuals in the roles of: (1) superintendent; (2) school principal; (3) student aide; (4) support teacher; (5) introductory education course professor; (6) student teacher; (7) education course professor; (8) student observer; (9) cooperating teacher; and (10) university supervisor. Appended are suggestions to support teachers for activities appropriate for teacher aides, and sample evaluation forms for all personnel in supervisory roles. (JD)

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FIELD EXPERIENCE GUIDELINES
FOR
UNIVERSITY STUDENTS AND FACULTY
AND
PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

SCHOOL OF EDUCATION
SAMFORD UNIVERSITY
BIRMINGHAM, ALABAMA
1982

SP 022 941

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INTRODUCTION

Field experiences are a vital part of the training of future educators. The field experience is any assignment that involves the public and private schools, grades K-12. The student must go to the school site and interact with the students, teacher and administration. The student is exposed to field experience prior to formal entrance into teacher education, during the education materials and methods courses and the professional semester which includes ten weeks of student teaching.

Teacher education spans a period from pre-entry to exiting from the program. There are nine requirements a student must fulfill satisfactorily in order to be admitted into teacher education by the Admissions Council. These nine requirements are: (1) complete education courses ED 100 or J ED 100, (2) complete 60 hours of course work, (3) have a 1.2 grade point average, (4) score a passing grade on written English State examination, (5) be interviewed, (6) pass a verbal English examination, (7) take the Minnesota Teacher Attitude Inventory, (8) make 16 or above on the American College Test, or a score of 745 on the Scholastic Achievement Test, (9) be recommended to teacher education by the student's university advisor. The Admissions Council meets twice a year, in late October and in late March.

For retention in the teacher education program a student must maintain a 1.2 grade point average and show evidence of continuous growth and development toward becoming a teacher.

To exit from the teacher education program a student must have satisfactorily fulfilled all courses in the program as approved by the Alabama State Board of Education. Each program varies in its stipulations as the requirements are different leading to each respective certificate, however, a student must be able to complete the entire program in a four year period. The University has an exit requirement grade point average of 1.2 on all professional courses passed and 1.2 on each major field. All students must take exit examinations administered by the State of Alabama after September 1982.

Samford University
School of Education

TEACHER EDUCATION POLICIES
REGARDING
STUDENTS IN LOCAL SCHOOLS

1. The School of Education places student teachers in the Greater Metropolitan Area of Birmingham.

2. The School of Education requests permission of the school superintendents annually to place students in the local school systems for appropriate field practice.

3. The School of Education is responsible to the standards required by the Alabama State Board of Education applicable to students having pre-student teaching experience and student teaching experience, thus, we seek to place students in the field in the following levels:
   AIDE - Pre-entry into teacher education: the student is referred to as a teacher aide, the student experience is referred to as exploratory; this experience should allow the student to determine whether or not the student desires to enter teacher education.
   OBSERVER - Formal admittance to teacher education: the student is enrolled in materials and methods and other education courses; the student is referred to as an observer; he or she may be more accurately described as a teacher assistant. The observation experience may include some participation in teaching.
   STUDENT TEACHER - Students in teacher education completing the professional semester during their senior year; the student is referred to as the student teacher, the experience is referred to as student teaching.

4. The School of Education works through the principal to identify the cooperating teachers for student teachers; the observatory teachers for the student observers; the support teachers for the student aide.

5. The Director of the Office of Field Experience (1) coordinates the field experiences, (2) places the students in the field following consultation with other institutional personnel and the local school principals and (3) works with the supervisory personnel regarding student problems, student evaluations and field problems.

6. The School of Education is responsible for the supervision of students while they are in the field. However, this supervision may be delegated to other schools or departments of the university for students in specialized fields, if properly qualified personnel are avialable. At the aide level the professor who teaches education courses Ed 100 or Ed J 100 will be directly responsible for the supervision; at the observer level the professor who teaches the courses in which the students are enrolled will be directly

responsible for the supervision; at the student teacher level a faculty member from Samford University will be assigned to supervise the student teaching experience. Faculty members will be appointed for the supervision of student teachers in the field at the ratio of six students for a three hour course load; one-half hour per student.

7. The professional semseter is the culminating experience for students in Teacher Education. It comes in the fall or spring semester of the senior year. The course work includes two professional classroom courses (six semester hours) and student teaching (nine semester hours). To be admitted to the professional semester, a student must have a grade point average of 1.2 and must be in good standing with the University.

8. The University prefers to place one student teacher only with a cooperating teacher, and not to exceed a maximum of two under any circumstances. We depend on the local school to honor this policy by not placing a student from Samford University under a cooperating teacher to which a student from another university has been assigned nor placing a student from another university under a cooperating teacher after a student from Samford University has been assigned, unless this arrangement is acceptable in individual cases to the University.

9. The University is responsible to the standards required by the Alabama State Board of Education applicable to cooperating teachers, thus, we seek the cooperation of the school principal for verification of the following criteria: a cooperating teacher must (1) hold a Class A Education Professional Certificate, (2) have three years teaching experience, (3) be recommended by the School principal. In addition, the teacher must be willing to have a student teacher. The primary consideration in placing student teachers is the selection of any optimum environment for their professional growth. In the event such an environment is not available under the supervision of a teacher meeting all the stated criteria, the student may be placed with a teacher that does not meet all the criteria but that is deemed to provide a good situation for the student's professional experience.

10. The University faculty members who have supervisory responsibilities will be partially responsible for the evaluation of the student's performance on the field. The cooperating, observatory and support teachers in the local schools are also partially responsible. The university faculty members who have supervisory responsibilities will assign the final grade.

11. In some instances, students enrolled in other institutions' approved programs of teacher education may request enrollment at Samford University for their student teaching. Only upon receipt of a written request from the dean of the school or college of education will Samford Univeristy consider the application of the student for student teaching. Upon acceptance, the student must follow

the procedures and abide by all the rules and regulations for regular Samford University students. Under no circumstances may students make arrangements with the school where they desire to do the student teaching prior to official assignment. Samford University, through the Director of Field Experience and in cooperation with the school supervisory personnel, reserves the right to place a student in that location which in the opinion of the university is satisfactory.

THE ROLE OF THE SUPERINTENDENT

Each year during the month of July, the superintendent is given an opportunity to enter into an agreement with Samford University for students from the University to come into the local school system for practical on-site, teaching-learning experiences. This realistic environment enables the student to determine whether the student desires to become a certified teacher.

The procedure for the agreement between the local school system and the institution of higher education is that the agreement be in written form and it be completed annually, thus the agreement is always current.

THE ROLE OF THE PRINCIPAL

The principal is the key to the school. All personnel, university students and supervising faculty msut comply with the school policy concerning reporting to the principal's office when entering and exiting the school.

The Principal is -

1. The person appointed by the local board of education to be responsible for the operation of the local school.

2. The instructional leader whose primary concern along with the faculty is that of the teaching-learning experience.

3. The administrator with whom the Director of Field Experience conducts the business of field experience once an agreement has been finalized with the superintendent of the school system.

The Principal must -

1. Recommend the teacher qualified to serve as a cooperating teacher, an observatory teacher and/or a support teacher in a given area of grade and/or content.

2. Consult with the selected teacher to determine if the teacher is willing to have the student teacher, student observer and/or student aide and confirm the clearance of the assignment.

3. Arrange for a substitute teacher or a regular teacher to be present to assume the responsibility of the substitute role, should the cooperating teacher be absent, although the student teacher is teaching the classes.

The principal should -

1. Conduct orientation or provide orientation for the student when appropriate regarding policies, rules and regulations of the school.

The principal will -

1. Receive an honorarium of $5.00 per student teacher placed in the school for the full day, ten week period, or an appropriate proportion, if the student teacher is with the cooperating teacher a part of the time. No more than $50.00 will be paid to any principal.

THE ROLE OF THE STUDENT AIDE

The role of the student aide is to work in the school setting as an aide to the teacher under whose direction he or she is assigned for a minimum of fifty hours. The aide is to explore the teaching-learning experience during the hours agreed upon at the onset of field work. This exploration is to assist the student aide in analyzing personal goals and aspirations. Upon satisfactory completion of this field orientated course, a student will have met one of the requirements to be formally admitted to the teacher education program.

The student aide is -

1. A student who has been admitted to Samford University, but has not been admitted to teacher education.

2. A student who is placed in the field site by the Director of Field Experience in the School of Edcuation in cooperation with the local school principal.

3. A student who works directly under the support teacher in the local school.

The student aide should -

1. Serve the students and support the teacher in a manner subject to the approval of the support teacher, that will facilitate an improved environment in which the teaching-learning experience can occur.

2. Exemplify an open, cheerful and warm personality in relationship with the support teacher, the students and the school administration.

3. Be ever mindful that the student aide is a guest in the school thus the student aide should never assume the role of the support teacher nor critique the support teacher's teaching.

The student aide must -

1. Report an absence of illness or an emergency to the support teacher and the introductory education course professor. If the support teacher cannot be reached, call the school office and give the message to the secretary or the principal.

2. Make up all absences due to illness and/or emergencies, with the make up time needed to be arranged with the support teacher by the student aide, in turn, informing the introductory education course professor.

THE ROLE OF THE SUPPORT TEACHER

The role of the support teacher is to introduce the actual teaching-learning experience to the university student. As this course is used for entry into the teacher education program it therefore serves as an indicator to the student whether or not teaching should be the preferred career choice.

The support teacher is -

1. A teacher in a local school.

2. A teacher who is determined by the principal to have a good teaching-learning situation.

3. A teacher who has willingly chosen to assist in the preservice training of a student observer.

The support teacher should -

1. Provide the opportunity and guidance necessary for the student aide to work with the teacher and the students in every way possible to prepare for a successful teaching-learning experience to occur.

2. Allow the student aide to teach students a lesson or two for exploratory purposes.

3. Avoid allowing the student aide to assume a position of being totally responsible for the learner progress or learner behavior, individual or group.

4. Acquaint the student aide with policies and procedures of the school.

The support teacher must -

1. Complete one evaluation form on the student aide. The student aide will deliver the form to the support teacher. The support teacher will mail the evaluation, a confidential document, to the School of Education where it becomes a part of the student's permanent record.

2. Always arrange for the substitute teacher, if an absence is necessary. The student aide may only serve as an aide.

THE ROLE OF THE INTRODUCTORY EDUCATION COURSE PROFESSOR

The introductory course professor is the professor of courses ED 100 and J ED 100. A student is required to take one of these two courses as a prerequisite to entering the formal teacher education program.

The introductory education course professor is -

1. A member of the University teaching staff.
2. One who works part-time in the public schools supervising the student aide.
3. One who has no defined status (employment) in the structure of the cooperating school.
4. A liason who interprets the university program to the school and the school's program to the university.
5. An intermediary between the support teacher and the student aide.
6. A teacher in a one-to-one situation who sometimes is referred to as "the person who checks on the student aide."

The introductory education course professor should -

1. Be involved in orienting the student aide to the school assigned.
2. Be involved in acquainting the support teacher with respective responsibilities.
3. Counsel with the student aide concerning adjustment problems and assist in reconciliation of problems through suggested alternative plans of action.
4. Be aware of the most recent thinking concerning teaching skills and the area of content.
5. Serve as an evaluator of the involvement and adjustment made by the student aide.
6. Serve as the first point of contact for purpose of communication from the local school in matters related to the student aide.
7. Make a minimum of one visit to each student aide.

The introductory education course professor must -

1. Cooperate with the Director of Field Experience through the assignment of the student to the field site.
2. Verify and evaluate the successful completion of the course to the Admissions Committee for Teacher Education.

THE ROLE OF THE STUDENT OBSERVER

The role of the student observer is to observe how the observatory teacher teaches in a classroom setting. The observer may assist the observatory teacher with the teaching-learning experience in any way needed in order for the learners to make progress.

The student observer is -

1. A student who is enrolled in an education course other than the introductory course to education.

2. A student who is placed in the field by the Director of Field Experience in the School of Education in cooperation with the local school principal.

3. A student who works directly under the observatory teacher in the local school.

The student observer should -

1. Observe the observatory teacher teach, both individual and group instruction.

2. Assist the teacher with anything that relates to the teaching-learning situation.

The student observer must -

1. Report an absence of illness or an emergency to the observatory teacher and the education course professor. If the observatory teacher cannot be reached, call the school office and give the message to the secretary or the principal.

2. Make up all absences due to illness and/or emergencies, with the make-up time needed to be arranged with the observatory teacher and the education course professor.

THE ROLE OF THE EDUCATION COURSE PROFESSOR

The education course professor has a responsible relationship to both the School of Education and the public school.

The education course professor is -

1. A member of the University teaching staff.
2. One who may work part-time in the public schools supervising the student observers.
3. One who has no defined status (employment) in the structure of the cooperating school.
4. A liason who interprets the university program to the school and the school's program to the university.
5. An intermediary between the observatory teacher and the student observer.

The education course professor should -

1. Plan for students to spend a portion of each course in field experience.
2. Be involved in orienting the student observer to the field site assigned.
3. Be involved in orienting the observatory teacher with the respective role to the student observer.
4. Counsel with the student observer concerning adjustment problems and assist in reconciliation of problems through suggested alternative plans of action.
5. Serve as the first point of contact for purpose of communicating from local schools in matters related to the student observer.

The education course professor must -

1. Cooperate with the Director in the Office of Field Experience in
   a. selection of field assignments;
   b. written record of site requests and specific student identification of those involved.

THE ROLE OF THE STUDENT TEACHER

The student teacher desires to become a holder of a professional education certificate, thus, enabling the student teacher to be qualified for employment as a professional teacher in the schools of Alabama. The State of Alabama carries liability insurance on each student teacher during the student teacher experience provided the teaching is done in a public school setting.

The student teacher is -

1. A student who has been admitted to Teacher Education in the School of Education at the University by the Admissions Council, and who has reached his senior year.

2. A student who is placed on the field site by the Director of Field Experience in the School of Education in cooperation with the local school principal.

3. A student who works directly under the cooperating teacher in the local school.

The student teacher must -

1. Be in the field ten full weeks, arriving in the classroom daily fifteen minutes before the students arrive and remaining fifteen minutes after the students depart, or complying with the regular policy of teachers in that school.

2. Attend a minimum of two faculty meetings and one inservice meeting (if possible) with the regular faculty.

3. Report an absence of illness or an emergency to the cooperating teacher and the university supervisor by 7:15 a.m. of the day one is to be absent. If the cooperating teacher or the university supervisor cannot be reached, then the school office is to be called; a message can be given to the secretary or the principal.

4. Make up all absences due to illness and/or emergencies, with the make-up time needed to be arranged with the cooperating teacher by the student teacher and the student teacher, in turn informing the university supervisor. When extended absences occur, the student teacher should report to the Office of Field Experience for a conference regarding the alternatives.

5. Attend general seminars and supervisory seminars as announced by the Director of Field Experience and the university supervisor. Absences from seminar will be recorded. It is the responsibility of the student teacher to become informed of any make-up work required.

6. Follow the planning for teaching procedure. This procedure is as follows:

   a. Immediately, the student teacher may assist the teacher.

   b. The student teacher must observe lessons in each subject area a few days before being expected to start teaching the respective subject.

   c. The student teacher will present plans for each lesson with the objectives, procedures and materials needed clearly stated. These plans should be handed to the cooperating teacher at least one day prior to teaching.

   d. Plan and teach a minimum of one unit of the subject content. Assistance may be given by the cooperating teacher and/or the university supervisor. The complete unit(s) should be given to the cooperating teacher and the college supervisor at least one week before the initial lesson is to be taught.

   e. Teach a minimum of ten days. This time or a longer period will be arranged with the cooperating teacher. Before the full days of teaching begin, the student teacher will conduct a lesson or an experience in all phases of the school day including experiences in handling all kinds of groupings.

7. Learn and carefully follow the policies and regulations of the school within the first week after arrival at the school.

8. Seek suggestions for improving from the cooperating teacher and the university supervisor; continuously evaluate own teaching performance.

THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher contributes the major part of the practical training for the student in Teacher Education.

The cooperating teacher is -

1. A teacher in a local school.

2. A teacher who has fulfilled the requirements of the State of Alabama for cooperating teachers.

3. A teacher who has willingly chosen to assist in the preservice training of a student teacher.

The cooperating teacher should -

1. Acquaint the student with policies and practices of the school grades and records, testing and reporting, internal administrative procedures, supplies and equipment, and other faculty members.

2. Provide the opportunity and guidance necessary for the student teacher to learn the art of teaching through the involvement of real students.

3. Allow the flexibility necessary for the student teacher to develop one's own style of training appropriately complimentary to one's individual personality.

4. Be responsible for the student teacher's innovative methods being ethical and acceptable within the framework of school policy and professional standards.

5. Require in conjunction with the supervising teacher a student teacher to extend the teaching interval to sufficiently redeem absences caused by illness or emergencies.

6. Allow the student teacher to observe the cooperating teacher to teach and arrange for the student teacher to observe a class period or more with other teachers teaching when possible.

7. Allow the student teacher to assist in activities such as the following:

   a. Individual and group instruction.
   b. Distributing and collecting papers.
   c. Placing and arranging materials on chalk boards and/or tack boards.
   d. Planning teaching units and lesson plans.
   e. Using the audio-visual equipment.
   f. Checking some test papers and keeping records.
   g. Team teaching situations.

8. Inform the student teacher within the first two weeks concerning the unit of content the student will be responsible for teaching and when the content is scheduled to be taught. This planning will allow the student to begin preparation for teaching.

9. Allow the student teacher to begin teaching a class or two gradually adding another class or two. The lesson plan must be approved in advance for every class. The strengths and weaknesses of the student teacher's teaching techniques are to be discussed in planned conferences.

10. Arrange for the student teacher to gradually add classes until full day has been completed. The student teacher must teach a minimum of two weeks during the ten week period or a minimum of one week during the five week period, if a K-12 student teacher. A student teacher may teach more than the minimum; however, all units must be approved prior to teaching.

11. Arrange for the student teacher to attend a minimum of two faculty meetings and one inservice meeting (if possible).

The cooperating teacher must -

1. Complete one evaluation form on the student teacher. The student teacher will deliver the form to the cooperating teacher. The cooperating teacher will mail the evaluation, a confidential document, to the School of Education where it becomes a part of the student's permanent record.

2. Always arrange for a substitute teacher, if any absence is necessary. The student teacher may teach provided the substitute is in the room.

3. Although not required, the supervisory teacher is encouraged to discuss the evaluation with student teachers. The student teacher has the legal right to see the completed form after it is reviewed by the School of Education at Samford University.

The cooperating teacher will -

1. Receive an honorarium of $45.00 per student teacher for the full day, ten week period or an appropriate proportion, if the student teacher is only with the cooperating teacher a part of the time. No more than $90.00 will be paid to any one cooperating teacher.

2. The cooperating teacher may elect to receive a full tuition grant for one graduate course during a summer term in lieu of each $45.00 honorarium.

THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor occupies a unique role among all professionals.

The supervisor is -

1. A member of the university teaching staff.
2. One who works primarily or part-time in the public schools supervising the student teacher.
3. One who works has no defined status (employment) in the structure of the cooperating school.
4. A liason who interprets the university program to the school and the school's program to the university.
5. An intermediary between the cooperating teacher and the student teacher.
6. A teacher in a one-to-one situation who sometimes is referred to as "the person who checks on the student teacher."

The supervisor should -

1. Be involved in orienting the student teacher to the school assigned.
2. Be involved in acquainting the cooperating teacher with responsibilities.
3. Counsel with the student teacher concerning adjustment problems and assist in reconciliation of problems through suggested alternative plans of action.
4. Be involved with helping the student teacher with work the student plans to teach.
5. Be aware of the most recent thinking concerning teaching skills and the area of content.
6. Serve as an evaluator of the progress made by the student teacher.
7. Serve as the first point of contact for purpose of communication from the local school in matters related to the student teacher.
8. Hold a minimum of five seminars per term for student teachers.
9. Make a minimum of three visits to each student teacher.
10. Cooperate with the Director of Field Experience.

The supervisor may provide suggestions and/or recommendations regarding-

1. Field sites which fulfill the required accreditation standards in specific content areas;

2. Certain school programs and/or personnel who could meet the unique needs of particular students;

3. Development and revision of forms relating to the student teaching experience.

APPENDIX

Form I	Student Aide Activities Suggestions and Report
Form II	Student Aide Self Evaluation
Form III	Student Aide Evaluation
Form IV 1-7	Student Observer Report
Form V	Student Teacher Application
Form VI-1	Student Teacher Evaluation By The University Professor
Form VI-2	Student Teacher Evaluation By The Cooperating Teacher
Form VI-3	Student Teacher Evaluation By The Student Teacher
Form VII	Student Teacher Log

School of Education
Samford University

SUGGESTIONS TO SUPPORT TEACHERS
FOR ACTIVITIES
APPROPRIATE FOR TEACHER AIDES

The courses ED 100 and ED J 100 are introductory courses to teacher education. They are pre-entry courses to formal admission to teacher education. They are primarily exploratory in nature. A student is given an assignment in the field to explore the teaching-learning situation. This experience should assist the student in analyzing personal goals and aspirations.

The teacher of the student aide will be referred to by the School of Education personnel as the Support Teacher. The aide is a helper or a support to the local classroom teacher. The teacher in turn is a support to the teacher education program at the University when they permit the young student to explore teaching in the classroom. The activities listed are activities used most commonly during recent years. It is suggested that the student aide be allowed to participate in some of these activities.

Help pupils in the library

Help children with subject content

Help with classroom housekeeping

Call roll

Help organize children to enter, walk through and exit doors both inside and outside the school building

Help children with indoor and outdoor play

Tutor children

File papers

Observe children's behavior

Observe teacher's methods and techniques of teaching

Make bulletin boards

Store material and equipment in appropriate place

Assist in the preparation of materials to be used for class work

Record grades in the grade book

Help with extra-curricular activities

Mimeograph materials

Plan and conduct supplementary activities for the teacher's planned curriculum

Write information on the chalk board

Assist with caring for pupil on field trips

Operate audio-visual equipment

Additional activities may be identified for the student aide to perform. Any activity which is helpful to the teacher and facilitates a harmonious learning environment for the pupil has the approval of the School of Education.

School of Education
Samford University

FORM I

STUDENT AIDE ACTIVITIES REPORT

Complete this form and return it to the Office of Field Experience 3-5 days prior to the end of the term. Please check the activities in which you had experience while working as an aide in the field assignment.

_____ Help pupils in the library

_____ Help children with subject content

_____ Help with classroom housekeeping

_____ Observe childrens' behavior

_____ Record grades in grade book

_____ Help with extra curricular activities

_____ Assist in the preparation of materials to be used in class

_____ Help organize children walking through school building

_____ Call Roll

_____ Tutor Children

_____ File Papers

_____ Duplicate Materials

_____ Make bulletin boards

_____ Help children with indoor and outdoor play

_____ Store materials and
_____ equipment in proper place

_____ Assist with caring for students on field trips

_____ Plan and conduct supplementary activities for the teachers planned curriculum.

_____ Used audio-visual equipment:

_____ record player _____ opaque projector _____ ETV

_____ overhead projector _____ film strip projector _____ computer

_____ tape recorder _____ movie projector _____ Hoffman machine

Check one:

Fall Semester	Jan Term	Spring Semester

_____ Date

_____ (Signature of Student Aide)

School of Education
Samford University

FORM II

STUDENT AIDE SELF EVALUATION OF ED 100 OR ED J 100

Name of Student Aide _____ Date _____

Name of Support Teacher _____ Grade _____

Name of School _____ Subject _____

Name of School System _____

I. Please place a check in the appropriate space to indicate rating. Complete this form and return it to the Office of Field Experience 3-5 days prior to the end of the term.

Rating Scale:
5 - excellent 4 - good 3 - average 2 - below average 1 - poor

	5	4	3	2	1
1. Rate your off-campus education experience in Ed 100 or Ed J 100.					
2. How well did your off-campus experience measure up to your expectations?					
3. How well did your off-campus experience familiarize you with the methods of instruction?					
4. How well did your off-campus experience familiarize you with materials of instruction?					
5. How well did your off-campus school experience familiarize you with the multi-activities of the teacher?					
6. How well did your supervising teacher involve you in school responsibilities and functions?					
7. To what extent were you made to feel welcome and wanted; capable and useful?					

II. Check the following blank if the item was a problem encountered in the off-campus experience.

_____ discipline
_____ rapport with students
_____ getting involved with instruction
_____ understanding students
_____ evaluation of students
_____ your attitude toward being a teacher
_____ demands on you as a teacher
_____ others(identify)_____

III. As a result of your involvement do you still want to become a teacher?

_____ yes _____ no _____ undecided

_____
(Student Aide Signature)

School of Education
Samford University

FORM III

STUDENT AIDE EVALUATION

Name of Student Aide _____ Date _____

Name of Support Teacher _____ Grade/Subject_____

Name of School _____

Name of School System _____ Number of Absences _____

Please fill in the appropriate rating in the space provided. Complete this form and return it to the Office of Field Experience 3-5 days prior to the end of the term. Rating scale:

5 - excellent 4 - good 3 - average 2 - below average 1 - poor

The student is:

1. Using suitable language expression. _____
2. Speaking correct English, clearly and effectively. _____
3. Speaking in a pleasant and well modulated voice. _____
4. Dressed appropriately. _____
5. Demonstrating self-confidence. _____
6. Demonstrating self-control. _____
7. Exhibiting flexibility. _____
8. Exhibiting adaptability. _____
9. Willing to accept constructive criticism. _____
10. Complying with school policies and procedures. _____
11. Establishing positive relationships with pupils and teachers. _____
12. Striving to be prompt. _____
13. Using time well. _____
14. Performing duties promptly. _____
15. Preparing for the task well. _____
16. Exhibiting a contagious enthusiasm for materials taught. _____
17. Willing to become involved with activities. _____
18. Giving directions in a way that pupils can understand. _____
19. Learning to use materials and equipment well. _____
20. Encouraging pupils to use good manners. _____
21. Handling discipline problems appropriately. _____
22. Encouraging pupils to accept responsibility. _____
23. Promoting analytical thought on the part of pupils. _____
24. Encouraging self-discipline. _____
25. Developing an understanding of pupils and their interests. _____

Based on your observation, should this student continue with the intention of becoming a teacher? _____ yes _____ no

Based on your observation of this student, what should the final grade be:
A+ A A- B+ B B- C+ C C- D+ D D- F

Teacher Comments: (Use the back of page)

_____
(Signature of Support Teacher)

School of Education
Samford Univserity

FORM IV-1

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ Signature of University Professor or Observing Teacher

_____ Signature of Student Observer

School of Education
Samford University

FORM IV-2

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ Signature of University Professor or Observing Teacher

_____ Signature of Student Observer

School of Education
Samford University

FORM IV-3

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ _____

Signature of University Professor or Observing Teacher

Signature of Student Observer

School of Education
Samford University

FORM IV-4

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ Signature of University Professor or Observing Teacher

_____ Signature of Student Observer

School of Education
Samford University

FORM IV-5

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ Signature of University Professor or Observing Teacher

_____ Signature of Student Observer

School of Education
Samford University

FORM IV-6

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ _____

Signature of University Professor or Observing Teacher

Signature of Student Observer

School of Education
Samford University

FORM IV-7

STUDENT OBSERVER REPORT

Name of Student Observer _____

Name of Class _____ Name of University Professor _____

This observation report form is for recording the visit to the school. The University Professor will determine the number of visits, and may choose to provide the student observer with an additional form indicating those things to be observed for class purposes. Return this form to the Office of Field Experience when all visits are completed.

VISITS	DATE	TIME	SCHOOL	GRADE/SUBJECT	TEACHER
1					
2					
3					
4					
5					
6					
7					

_____ Signature of University Professor or Observing Teacher

_____ Signature of Student Observer

School of Education
Samford University

FORM V

STUDENT TEACHER APPLICATION

Credit: 9 hrs. ____ 3 hrs. ____ Student Number _____

To be completed with the assistance of the Education Advisor

NAME IN FULL _____
Last First Other

LOCAL ADDRESS _____ PHONE _____

HOME ADDRESS _____ PHONE _____

DEGREE [BA] [BS] [BS in Education] [BM]
(working toward)

CLASS B CERTIFICATE [ECE] [ELEMENTARY] [SECONDARY]

(Working toward. Check one) [ELEMENTARY/SECONDARY]

IF SECONDARY CERTIFICATE, PLEASE IDENTIFY:

1st Major _____ 2nd Major _____

IF ELEMENTARY/SECONDARY, PLEASE CHECK FIELD:

ART _____ P.E. _____ MUSIC _____

DATE ENTERED COLLEGE _____ DATE ENTERED SAMFORD UNIVERSITY _____

COURSES TO BE COMPLETED FOLLOWING COMPLETION OF THE PROFESSIONAL SEMESTER

_____ _____

_____ _____

_____ _____

DATE I PLAN TO GRADUATE _____

_____ _____
DATE SIGNATURE OF MAJOR ADVISOR

_____ _____
DATE SIGNATURE OF MAJOR ADVISOR

_____ _____
DATE SIGNATURE OF EDUCATION ADVISOR

Application for Student Teaching (continued)

To be completed by the student teacher

PREFERENCES FOR STUDENT TEACHING

I WILL LIVE _____ ON CAMPUS

_____ OFF CAMPUS

I WILL DRIVE MY OWN CAR _____ YES _____ NO

I DID MY ED 100 AT: School _____

GRADE _____ SUBJECT _____ TEACHER _____

MY FIRST CHOICE OF SCHOOL(S) FOR STUDENT TEACHING:

Name of School (Elementary) _____

Name of School (Secondary) _____

MY SECOND CHOICE OF SCHOOL:

Name of School (Elementary) _____

Name of School (Secondary) _____

_____ _____

DATE STUDENT SIGNATURE

PLEASE DO NOT WRITE BELOW THIS LINE

DATE ADMITTED TO TEACHER EDUCATION _____

GRADE POINT AVERAGE _____

_____ _____

DATE APPROVED DIRECTOR OF FIELD EXPERIENCE

School of Education
Samford University

FORM VI - 1

STUDENT TEACHER EVALUATION
BY THE UNIVERSITY SUPERVISOR

Name of Student Teacher _____

Name of Cooperating Teacher _____

Name of School _____ Grade/Subject _____

Name of University Supervisor _____

This form is to be delivered to the University Supervisor by the Student Teacher.

TO THE UNIVERSITY SUPERVISOR:
PLEASE COMPLETE THE INFORMATION BELOW. RATE THE STUDENT TEACHER ON THE APPROPRIATE COMPETENCIES AND RETURN TO THE OFFICE OF FIELD EXPERIENCE, SCHOOL OF EDUCATION.

Rating Scale:
NA - no basis for evaluation; 0 - Incompetent; 1 - needs improvement;
2 - average; 3 - competent; 4 - excellent

PLANNING AND TEACHING COMPETENCIES:

_____ 1. Demonstrates knowledge of subject matter.

_____ 2. Uses a variety of diagnostic and evaluative techniques and instruments.

_____ 3. Utilizes diagnostic results in teaching.

_____ 4. Uses other methods of evaluation in addition to testing.

_____ 5. Develops written daily plans.

_____ 6. Develops long-range plans.

_____ 7. Develops appropriate objectives.

_____ 8. Meets planning deadlines.

_____ 9. Involves the class in planning activities.

_____ 10. Selects and/or prepares appropriate materials.

_____ 11. Uses a variety of appropriate resources and materials.

_____ 12. Uses a variety of appropirate teaching methods and strategies.

_____ 13. Supervises classroom activities.

_____ 14. Explains new and different materials

_____ 15. Involves all students in class experiences.

_____ 16. Provides for individual differences.

_____ 17. Communicates enthusiasm.

_____ 18. Encourages creative work.

_____ 19. Capitalizes on spontaneous incidents to direct learning situations.

_____ 20. Stimulates critical thinking.

_____ 21. Explains assignments and directions clearly.

_____ 22. Utilizes a variety of questioning techniques.

_____ 23. Uses appropriate motivational techniques.

_____ 24. Uses standard English and employs a versatile vocabulary.

CLASSROOM MANAGEMENT COMPETENCIES:

_____ 25. Maintains a classroom that is clean, attractive, and conducive to learning.

_____ 26. Provides for flexibility of classroom space utilization.

_____ 27. Establishes rapport with students (group and individuals) that is conducive to a good teaching-learning situation.

_____ 28. Uses appropriate reinforcement techniques in working with students.

_____ 29. Demonstrates proficiency in routine school and classroom clerical-managerial duties including the Alabama Register.

_____ 30. Works with students to establish and maintain procedures for appropriate individual and group behavior.

_____ 31. Manages learning activities with consideration for student health and safety.

_____ 32. Demonstrates fair and consistent behavior in working with students both in the classroom and the school at large.

_____ 33. Respects and works cooperatively with cooperating teacher and other professional staff.

_____ 34. Communicates in the appropriate manner if necessary to be absent.

_____ 35. Exhibits an understanding of schooling in general.

TO BE COMPLETED ONLY IF STUDENT TEACHER IS IN MUSIC:

Musical Competence in Performance Skills:

_____ 36. Singing voice
_____ 37. Piano
_____ 38. Conducting or general leadership

Musical Compentence in Non-Performing Areas:

_____ 39. Theory
_____ 40. Musicianship

Musical Competence in Rehearsal or General Music Leadership:

_____ 41. Stresses correct posture and other essential habits
_____ 42. Establishes tonality and rhythm clearly
_____ 43. Detects intonation problems and corrects them
_____ 44. Retains pitch in mind without constantly referring to piano
_____ 45. Helps students hear pitches mentally, avoiding piano dependence
_____ 46. Understands and properly handles changing voice problems where found
_____ 47. Employs good techniques in teaching music reading
_____ 48. Has good rhythmic sense and communicates proper rhythm to others
_____ 49. Correctly contrasts dynamics
_____ 50. Uses musical phrases properly
_____ 51. Retains musical phrases properly
_____ 52. Obtains good consonants and vowel sounds
_____ 53. Teaches correct breathing habits
_____ 54. Obtains improving tone quality
_____ 55. Overall Rating on Music Teaching Procedures

_____ _____

DATE SIGNATURE OF UNIVERSITY SUPERVISOR

School of Education
Samford University

FORM VI - 2

STUDENT TEACHER EVALUATION
BY THE COOPERATING TEACHER

Name of Student Teacher _____

Name of Cooperating Teacher _____

Name of School _____ Grade/Subject _____

Name of University Supervisor _____

This form is to be delivered to the Cooperating Teacher by the Student Teacher.

TO THE COOPERATING TEACHER:
PLEASE COMPLETE THE INFORMATION BELOW. RATE THE STUDENT TEACHER ON THE APPROPRIATE COMPETENCIES AND RETURN TO THE OFFICE OF FIELD EXPERIENCE, SCHOOL OF EDUCATION, SAMFORD UNIVERSITY, 800 LAKESHORE DRIVE, BIRMINGHAM, ALABAMA 35229.

Rating Scale:
NA - no basis for evaluation; 0 - Incompetent; 1 - needs improvement; 2 - average; 3 - competent; 4 - excellent

PLANNING AND TEACHING COMPETENCIES:

_____ 1. Demonstrates knowledge of subject matter.

_____ 2. Uses a variety of diagnostic and evaluative techniques and instruments.

_____ 3. Utilizes diagnostic results in teaching.

_____ 4. Uses other methods of evaluation in addition to testing.

_____ 5. Develops written daily plans.

_____ 6. Develops long-range plans.

_____ 7. Develops appropriate objectives.

_____ 8. Meets planning deadlines.

_____ 9. Involves the class in planning activities.

_____ 10. Selects and/or prepares appropriate materials.

_____ 11. Uses a variety of appropriate resources and materials.

_____ 12. Uses a variety of appropriate teaching methods and strategies.

_____ 13. Supervises classroom activities.

_____ 14. Explains new and different materials

_____ 15. Involves all students in class experiences.

_____ 16. Provides for individual differences.

_____ 17. Communicates enthusiasm.

_____ 18. Encourages creative work.

_____ 19. Capitalizes on spontaneous incidents to direct learning situations.

_____ 20. Stimulates critical thinking.

_____ 21. Explains assignments and directions clearly.

_____ 22. Utilizes a variety of questioning techniques.

_____ 23. Uses appropriate motivational techniques.

_____ 24. Uses standard English and employs a versatile vocabulary.

CLASSROOM MANAGEMENT COMPETENCIES:

_____ 25. Maintains a classroom that is clean, attractive, and conducive to learning.

_____ 26. Provides for flexibility of classroom space utilization.

_____ 27. Establishes rapport with students (group and individuals) that is conducive to a good teaching-learning situation.

_____ 28. Uses appropriate reinforcement techniques in working with students.

_____ 29. Demonstrates proficiency in routine school and classroom clerical-managerial duties includint the Alabama Register.

_____ 30. Works with students to establish and maintain procedures for appropriate individual and group behavior.

_____ 31. Manages learning activities with consideration for student health and safety.

_____ 32. Demonstrates fair and consistent behavior in working with students both in the classroom and the school at large.

_____ 33. Respects and works cooperatively with cooperating teacher and other professional staff.

_____ 34. Communicates in the appropriate manner if necessary to be absent.

_____ 35. Exhibits an understanding of schooling in general.

TO BE COMPLETED ONLY IF STUDENT TEACHER IS IN MUSIC:

Musical Competence in Performance Skills:

_____ 36. Singing voice
_____ 37. Piano
_____ 38. Conducting or general leadership

Musical Competence in Non-Performing Areas:

_____ 39. Theory
_____ 40. Musicianship

Musical Competence in Rehearsal or General Music Leadership:

_____ 41. Stresses correct posture and other essential habits
_____ 42. Establishes tonality and rhythm clearly
_____ 43. Detects intonation problems and corrects them
_____ 44. Retains pitch in mind without constantly referring to piano
_____ 45. Helps students hear pitches mentally, avoiding piano dependence
_____ 46. Understands and properly handles changing voice problems where found
_____ 47. Employs good techniques in teaching music reading
_____ 48. Has good rhythmic sense and communicates proper rhythm to others
_____ 49. Correctly contrasts dynamics
_____ 50. Uses musical phrases properly
_____ 51. Retains musical phrases properly
_____ 52. Obtains good consonants and vowel sounds
_____ 53. Teaches correct breathing habits
_____ 54. Obtains improving tone quality
_____ 55. Overall Rating on Mucic Teaching Procedures

_____ _____

DATE SIGNATURE OF COOPERATING TEACHER

School of Education
Samford Univeristy

FORM VI - 3

STUDENT TEACHER EVALUATION
BY THE STUDENT TEACHER

Name of Student Teacher _____

Name of Cooperating Teacher _____

Name of School _____ Grade/Subject _____

Name of University Supervisor _____

TO THE STUDENT TEACHER:

PLEASE COMPLETE THE INFORMATION BELOW. RATE YOURSELF ON THE APPROPRIATE COMPETENCIES AND RETURN TO THE OFFICE OF FIELD EXPERIENCE, SCHOOL OF EDUCATION.

Rating Scale:
NA - no basis for evaluation; 0 - Incompetent; 1 - needs improvement; 2 - average; 3 - competent; 4 - excellent

PLANNING AND TEACHING COMPETENCIES:

_____ 1. Demonstrates knowledge of subject matter.

_____ 2. Uses a variety of diagnostic and evaluative techniques and instruments.

_____ 3. Utilizes diagnostic results in teaching.

_____ 4. Uses other methods of evaluation in addition to testing.

_____ 5. Develops written daily plans.

_____ 6. Develops long-range plans.

_____ 7. Develops appropriate objectives.

_____ 8. Meets planning deadlines.

_____ 9. Involves the class in planning activities.

_____ 10. Selects and/or prepares appropriate materials.

_____ 11. Uses a variety of appropriate resourses and materials.

_____ 12. Uses a variety of appropriate teaching methods and strategies.

_____ 13. Supervises classroom activities.

_____ 14. Explains new and different materials

_____ 15. Involves all students in class experiences.

_____ 16. Provides for individual differences.

_____ 17. Communicates enthusiasm.

_____ 18. Encourages creative work.

_____ 19. Capilizes on spontaneous incidents to direct learning situations.

_____ 20. Stimulates critical thinking.

_____ 21. Explains assignments and directions clearly.

_____ 22. Utilizes a variety of questioning techniques.

_____ 23. Uses appropriate motivational techniques.

_____ 24. Uses standard English and employs a versatile vocabulary.

CLASSROOM MANAGEMENT COMPETENCIES:

_____ 25. Maintains a classroom that is clean, attractive, and conducive to learning.

_____ 26. Provides for flexibility of classroom space utilization.

_____ 27. Establishes rapport with students (group and individuals) that is conducive to a good teaching-learning experience.

_____ 28. Uses appropriate reinforcement techniques in working with students.

_____ 29. Demonstrates proficiency in routine school and classroom clerical-managerial duties including the Alabama Register.

_____ 30. Works with students to establish and maintain procedures for appropriate individual and group behavior.

_____ 31. Manages learning activities with consideration for student health and safety.

_____ 32. Demonstrates fair and consistent behavior in working with students both in the classroom and the school at large.

_____ 33. Respects and works cooperatively with cooperating teacher and other professional staff.

_____ 34. Communicates in the appropriate manner if necessary to be absent.

_____ 35. Exhibits an understanding of schooling in general.

TO BE COMPLETED ONLY IF STUDENT TEACHER IS IN MUSIC:

Musical Competence in Performing Skills:

_____ 36. Singing voice
_____ 37. Piano
_____ 38. Conducting or general leadership

Musical Competence in Non-Performing Areas:

_____ 39. Theory
_____ 40. Musicianship

Musical Competence in Rehearsal or General Music Leadership:

_____ 41. Stresses correct posture and other essential habits
_____ 42. Establishes tonality and rhythm clearly
_____ 43. Detects intonation problems and corrects them
_____ 44. Retains pitch in mind without constantly referring to piano
_____ 45. Helps students hear pitches mentally, avoiding piano dependence
_____ 46. Understands and properly handles changing voice problems where found
_____ 47. Employs good techniques in teaching music reading
_____ 48. Has good rhythmic sense and communicates proper rhythm to others
_____ 49. Correctly contrasts dynamics
_____ 50. Uses musical phrases properly
_____ 51. Retains musical phrases properly
_____ 52. Obtains good consonants and vowel sounds
_____ 53. Teaches correct breathing habits
_____ 54. Obtains improving tone quality
_____ 55. Overall Rating on Music Teaching Procedures

_____ _____

DATE SIGNATURE OF STUDENT TEACHER

FORM VII

STUDENT TEACHER LOG

Student Teacher _____

Supervising Teacher _____

School _____ Grade/Subject _____

Record the total number of hours you spend each week in each activity. Use the back of this sheet to describe specific activities in which you were engaged. Additional columns may be drawn on the back of the form. Return the log to the Office of Field Experience the first day of the tenth week of the student teaching experience.

Week Dates	Observing in Class	Studying Pupil Assign-ments	Grading Papers	Preparing Lesson Plans

Student Teacher Log (continued)*

Conferring with Teachers and Pupils	Experience in Keeping School Records	Observing Other Teachers' Classes	Parent Teacher Conferences	Activities

* If additional columns are needed, line off columns on back of paper and identify with a heading.